

play is a simple time-telling game. Invite one student to choose a card and call on classmates who volunteer to tell the time on the card in Chinese by asking, “老狼，老狼，几点钟？” The student who tells the time correctly will choose the next card and continue playing. Another way to play is to instruct students to make their own set of cards with their own initials on them to play together in small groups. The first player will ask, “老狼，老狼，几点钟？” The other players in the group will take turns telling the time on the card. The player who tells the time correctly keeps that card. At the end of the game the player with the most cards wins.

这个活动源自儿童游戏“老狼，老狼，几点钟？”。学生可以用A面、B面或双面所列的时间来练习。最简单的玩法就是说出时间。先请一位同学抽出一张卡，然后从班上请一位自愿学生问“老狼，老狼，几点钟？”。第一位学生如果说对了可以抽第二张卡继续玩。另外一种玩法是让学生在每张卡上写上自己名字的缩写，然后分小组一起玩。第一个学生问“老狼，老狼，几点钟？”同组其他学生轮流说出时间。说对的人可以拿下那张卡。最后谁拿了最多谁就是赢家。

☆ 4. **Song: What Time Is It Now?** 儿歌：现在几点钟？ ..... 165

This song borrows the tune of a popular nursery rhyme “London Bridge is falling down”. The game that accompanies this rhyme is easy and fun. To play, pick two students to form an arch facing each other, join both hands together and lift their arms up. The rest of the class will form a single line with their hands on the shoulders of the one in front of them, so they can walk under the arch. The class then sings this song. Just as the song ends, the two students will drop their hands down to capture the student who is passing through the arch. That student has to tell the time that the teacher shows him/her. If the student says the time correctly in Chinese, the class gets a point. Otherwise the teacher gets the point.

用《伦敦大桥要塌了》这首歌曲的曲调来练习问时间“现在几点钟？”。先请两个学生到教室前面或中间面对面用手搭起拱门。班上其他同学排队从拱门下穿过去，同时唱着这首歌。音乐停止时，拱门放下，被拦住的学生必须说出教师手上的时间卡。答对了全班学生得一分，答错了老师得一分。

☺ 5. **Draw: Telling Time ①** 画一画：现在几点(钟)? ..... 166

☾ 6. **Fill in the Blanks: Telling Time ②** 填一填：现在几点(钟)? ..... 167

☾ 7. **Fill in the Blanks: Telling Time ③** 填一填：现在几点(钟)? ..... 168

Students can work in pairs or small groups to complete these three assignments to practice telling time in Chinese. To add more fun, make it a timed challenge by seeing how long each team takes to finish all three worksheets correctly.

学生可以配对或分小组来完成这个作业。为了增加趣味性，可以计时看哪一组花的时间最多(少)。

## Daily Activities 日常活动

An interesting way to introduce vocabulary related to daily activities is to use TPR to act them out yourself or call on a student to demonstrate the action as you say them in Chinese. Students can then volunteer to guess the meaning in English. You may also wish to include a TPR activity in which you ask the students to recall and act out the actions as they hear them.

After the students are familiar with this new vocabulary, sentences about daily activities can be combined with time for further practice. Making this connection between time and daily activities can help children gain a better sense of time and improve their time-management skills.

教师用TPR法来介绍每日的作息活动。学生一边跟着教师比手划脚，一边跟着念活动名称。稍后教师可以只说口令，学生必须做出动作。等学生都熟悉作息名称和动作以后，可以加上时间来练习。例如：七点钟，我起床。这个练习可以帮助学生加强作息活动的时间观念。

☆ 1. **Mini-Book: My Daily Schedule** 我的小手：我的一天 ..... 169

Begin by using TPR to demonstrate the daily activities while introducing the vocabulary words in Chinese. After practicing a few times, show some flash cards with pictures of the daily activities. Ask volunteers to name the activities. Then distribute the worksheets and ask students to cut them and make a mini-book. More advanced students can move on to the extended exercise on page 171. When the book is complete, practice reading the sentences on each page with the whole class. Then encourage individual students to volunteer to read their books in front of the class. Students can also take their books home to read to their family members.

教师用TPR法带领学生做出各种日常活动的动作，同时也一边介绍活动名称。接着教师用图片来测试学生的理解，并加强印象。然后发给同学作业纸，学生必须把图片剪开再装钉成小手。程度较好的学生可以继续完成第171页的延伸练习。教师带领全班朗读小手，并请同学自愿上台朗读，也可鼓励学生把小手带回家念给家人听。

☾ 2. **Writing Activity: The Earliest Time and The Latest Time**  
写一写：最早和最晚的时间 ..... 172

Each sentence in this activity may have a story to tell. Let students take turns to tell why it is the earliest or the latest time that they do each activity.

学生根据个人情况写出不同的作息活动，然后轮流分享他们为什么在这些时候做这些事。

☾ 3. **Word Search: Daily Activities** 找一找：日常活动 ..... 173

First students will explain each daily activity listed at the bottom in English. Then find the Chinese characters in the word search.

先解释作息活动的英文名称，然后在字谜中找出这些活动的中文名称。

**Cultural Link: Emperor Qin Shihuang 秦始皇**

☾ 1. **Reading: The First Emperor — Qin Shihuang**  
读一读：第一个皇帝——秦始皇 ..... 174

The First Emperor, Qin Shihuang, is important in Chinese history. He had many achievements, yet the historians still considered him a "tyrant". This reading activity provides students with an understanding of this important figure in Chinese history.

秦始皇在中国历史上非常重要。他有许多伟大的成就，例如统一中国，统一文字、钱币、度量衡。学生在阅读短文后会对秦始皇的故事有基本的认识。

☾ 2. **Quiz: Facts about Emperor Qin Shihuang** 考考你：秦始皇 ..... 176

This is a reading comprehension activity to be completed by students individually or in pairs after they have read the passage about Emperor Qin.

这个阅读测试可由学生在阅读完关于秦始皇的短文后独立或配对完成。

答案：1. 统一；秦 2. 万里长城 3. 蒙古 4. 文字；钱币；度量  
5. 兵马俑 6. 西安 7. 虽然；但是；过失

○ 3. **Essay Writing: Emperor Qin Shihuang** 写短文：秦始皇 ..... 177

This writing assignment will provide the opportunity for students to express their thoughts and opinions about Emperor Qin.

写作部分可以让学生发表自己对于秦始皇的看法。

**Try It Out! 每月一练**

☾○ a. **Let's Talk!** 说一说

1. **Grammar: Using "...and..." and "very...but..." in conversations**

又……又……; 很……, 可是……有点儿…… ..... 178

2. **What time do you (do something)?** 你几点 \_\_\_\_\_ ? ..... 178

Practice these dialogues with a partner by asking the questions on this page.

☾○ b. **Let's Write!** 写一写 ..... 179

你、我、他、们、名、字

(For Character Writing Sheets, see pp. 391, 392. 写字练习纸见本书附录 pp. 391, 392。)

# Notes for Teachers

## 教学重点

### March 三月

March is the month to celebrate Women's History and Foreign Language learning. To support these two topics we have included lessons about famous Chinese women, the community, and countries of the world, with an emphasis on how speaking a second language can be extremely useful in any community in the world.

三月的主题是妇女月 and 外语教学月。本月活动包括著名的华人女性简介、社区场所、世界各国地理以及各种外语的简短问候词等。

### March Calendar 三月月历

#### ☆ 1. Coloring Activity: Hua Mulan 涂颜色：花木兰 ..... 182

We chose Hua Mulan as the cultural theme this month because March is known as Women's History Month in America. Mulan is probably the most famous Chinese woman known to American children because of the popular Disney movies about her. Many children do not realize that Mulan was a real figure in Chinese history. They love hearing the story of this brave young girl who took her father's place in the army to protect him.

以花木兰的故事作为本月月历题材以便彰显妇女月的主题。由于迪士尼电影的宣传，美国儿童对花木兰的故事非常熟悉，但很多小孩不知道花木兰是真实的历史人物。儿童可以借此机会学习花木兰的勇敢和孝顺的精神。

#### 🕒 2. My March Calendar 我的三月月历 ..... 183

The cultural theme for this month is the story of Mulan. Use the picture on the calendar page to open up a discussion about this fascinating woman. In addition to using the calendar to review numbers, days of the week and special days in March, you may wish to use the calendar to indicate specific activities related to this month's topics. Plan an event around Women's History or Foreign Language Month and put it on the March calendar.

本月的文化主题是花木兰的故事。以月历上的木兰图画开场，与学生讨论著名的中外女性。可以配合妇女月 and 外语教学月，筹备相关活动，把它们列入三月月历里。月历的其他用途可参照一月月历说明。

#### 🕒 3. What's Happening in March? 三月知多少? ..... 184

This fill-in-the-blank worksheet, which is included with each month, allows advanced learners to review numbers, dates, important holidays and events of that month in a familiar and consistent way.

高年级的学生可以在月历的基础上，通过这样的填空题复习数字和星期，熟悉每月重要的日子。

## Countries of the World 世界各国

Before beginning this unit, it is helpful to make sure students understand the difference between continents, countries, and states or provinces. Asking students to name countries they have been to is one way to determine if students do in fact know these differences. It is always helpful to have a world map available as a resource, especially for this unit.

开始本课之前，确认学生已经了解洲、国、州、省等概念。可以询问学生去过哪些国家以确定他们知道其中的不同。一份世界地图是必备的教学工具。

### ☺ 1. Vocabulary Flash Cards: Countries 词卡：国家 ..... 397

An interactive technique to introduce the country names on the vocabulary list is to play a guessing game with students. First, say the name of the country in Chinese, then give a clue about the country. The clue could be the continent on which that country is located or the English translation of the country's Chinese name. The student who guesses correctly can be asked to locate the country on the world map.

可以和学生用互动的方式来学习各国的名称。先念出国家名称，然后给提示（例如：所在洲名或中文翻译名称）。答对者可以在世界地图上指出该国位置。

### ☺ 2. Find and Write: Where are these Countries? 找一找，写一写：这些国家在哪里？ ..... 185

This activity can be completed by students individually or in small groups after a whole group introduction of the Vocabulary Flash Cards on Countries. Students will look at the map, identify each of the countries indicated and write it in the box in pinyin or in Chinese characters.

复习各国家名称以后，学生可以独立或和小组完成此作业。学生可以参考世界地图，找出各国位置，然后用拼音或汉字填写名称。

答案：1. 加拿大 2. 美国 3. 墨西哥 4. 英国 5. 德国 6. 俄罗斯  
7. 韩国 8. 日本 9. 法国 10. 意大利 11. 中国 12. 澳大利亚

### ☺ 3. Question and Answer: Would You Like to Visit These Countries? 问一问，答一答：你想不想去这些国家？ ..... 186

After completing the worksheet on page 185, students can work in pairs to take turns asking each other about each country. This can be followed by a survey in which the teacher asks each student which country they most want to visit, recording their responses on the board.

完成前页作业后，学生可以与伙伴互相练习问答彼此的国家。然后，教师可以和全班做问卷调查，看班上同学最想去哪些国家。

### ☺ 4. Greeting: Say HELLO in Different Languages 打招呼：你好！ ..... 187

Begin by asking if anyone in class knows how to say "hello" in any language other than English or Chinese. Proceed by practicing how to say "hello" in the languages provided on page 187. Invite students to say "hello" using these languages in front of the class.

首先问学生谁知道如何用英语或中文以外的其他外语来打招呼，然后练习本页的外国语问候词。最后可以请学生上台用这些外语打招呼。

### ☺ 5. Word Search: Countries around the World 找一找：世界各国 ..... 188

Students can become more familiar with their vocabulary of countries by doing this word search

puzzle individually or in small groups.

学生做完这个字谜活动后将会加深对国家名称的印象。

☆ 6. **Vocabulary List: Continents** 词表：七大洲 ..... 189

Introduce this new vocabulary list of continent names by asking students to name the continents in English. Say each of the continents in Chinese and invite students to guess which continent it is in English. After completing the list, point to each continent on a world map while saying it for the class to repeat in Chinese.

介绍七大洲名称之前，先让学生说出其英语名称。然后教师说出中文洲名，让学生猜是哪一洲。等七大洲介绍完毕后，带领学生在世界地图上找出它们的位置，再用中文念几遍。

☾ 7. **Find and Write: On Which Continent do These Countries Belong?**

找一找，写一写：这些国家在哪些洲？ ..... 190

To complete this activity, students must be familiar with the vocabulary of countries and continents. Students first need to identify each country, and then determine which continent each of the countries is located. Students record the names of the countries under the continent headings in pinyin or in Chinese characters.

学生必须先熟悉各国以及七大洲的中文名称，然后才能完成本页的作业练习。学生必须先辨识国名，才能确定它们在哪些洲，然后再用拼音或汉字填写答案。

答案：北美洲：加拿大、墨西哥； 南美洲：巴西； 欧洲：俄罗斯、德国、法国、英国；  
亚洲：日本、中国； 非洲：南非； 大洋洲：澳大利亚

## Landforms 地形

Landforms are an important topic in the elementary social studies curriculum. In this unit we have developed lessons that allow students to integrate learning Chinese with learning about landforms. Using the map of China is ideal for this purpose because all of the landforms introduced in this unit can be found in China. Some of the activities presented here also include topographical features of other world countries.

地形是小学社会知识课程里的一个重要主题。在此我们提供了一些结合地形与中文学习的活动和作业。由于本课所介绍的地形都能在中国找到，所以建议教师以中国地图作为教具。有些活动也加入了世界其他国家的地形特征。

☆ 1. **Vocabulary List: Landforms** 词表：地形 ..... 191

The 12 landforms introduced in this unit contain some Chinese characters that students may already know. It may be helpful to ask students to identify those characters and discuss the literal translation of each of the words. Ask students if they can think of examples of each of the landforms and if they have visited any of them in the world.

这里所介绍的十二种地形包括了学生已经学过的汉字。可以请学生辨别这些字，并讨论它们各自的意思。问学生他们能否为各种地形提供例子，并谈谈他们是否到过那些地方。

☆ 2. **Write and Circle: Landforms and Our World**

写一写，圈一圈：地形和我们的世界 ..... 192

This activity requires students to share their collective knowledge about places in the world to complete the task. After reading the example given, students must fill in the correct landform that

the places belong to, and circle the places that are located in China. To extend this assignment, ask students to locate each of the places on a world map and share their findings with each other.

让学生分享他们对于世界不同地方的知识。看了例子后，学生要填上正确的地形名称，然后圈出位于中国的地方。作为延伸活动，可让学生在地图上找出这些地方的位置，并与彼此分享学习收获。

答案（括号里为位于中国的地方）：

2. ( Taklimakan, Gobi ) 沙漠 3. ( Hainan ) 岛屿 4. 海洋 5. 雨林 6. ( Everest ) 高山  
7. ( Shandong ) 半岛 8. 深谷 9. ( Dongting ) 湖泊 10. ( Tibetan ) 高原 11. 火山

### ☆ 3. Crossword Puzzle: Landforms 填字谜：地形 ..... 193

This crossword puzzle gives students another opportunity to practice using the definitions for each of the landforms to identify and write the correct answers in the puzzle.

这个填字谜让学生练习从各个地形的定义中得出地形的正确名称，并填上答案。

### ○ 4. Map Exercise: Locate Places on a World Map Grid 看地图：环绕地球找一找 ..... 194

This activity requires students to identify nine different places on a world map. Students must use map skills to record the locations of these places on the map, and then write the landform that each of these places belong to in Chinese. This lesson is a good example of meeting the Foreign Language standards by connecting Chinese language learning with other subject areas.

这个活动要求学生在世界地图上找出九个地方的位置。学生必须运用读图技巧，找出并写下这些地方在地图上的位置，然后用中文写出它们所属的地形。这个活动结合中文学习与其他学科内容，符合外语学习的标准。

答案： 2. H6；沙漠 3. H5；岛屿 4. C3, D3；雨林 5. G5；高山 6. I6, I7；半岛  
7. H5；河流 8. B6；火山 9. G5；高原 10. B6；湖泊

### ☾ 5. Art Project: Landform Model 创意手工：地形模型

Students can create 3-D models of landforms in class using paper mache, clay, or recycled materials. This type of group project is both enjoyable and meaningful to students. Upon completion, students can label the landform project in Chinese and make a presentation to the class about it. (See sample on p. 403)

学生可以在班上用纸型、粘土或循环材料制作立体的地形模型。这个小组活动对学生来说既有趣又有意义。完成后，学生可以为地形模型标上中文名称，介绍给全班同学。（作品展示见第403页）

### ☾ 6. Research: Choosing a Place to Live 调查：选择居住的地方

Students can do an online search on the weather for the month of March for each of the following places: the Great Wall, the Himalayan Mountains, Yangtze River, Shanghai and Beijing. Each student should then name the place they would prefer to live and give reasons for their preference.

学生上网查询有关长城、喜马拉雅山、长江、上海和北京在三月份的天气概况，然后从中选出他们想要居住的地方，并提出理由。

### ☾ 7. Art Project: Postcard Design 创意手工：明信片制作

Teachers can provide blank index cards for students to do this project. Ask students to design a postcard that illustrates one of the places in China. Imagine they visited that place and they are sending a postcard back to their family and friends telling them how magnificent that place is.



After designing the front side of the postcard, write a message, address and draw a stamp on the reverse side of the postcard.

An alternative would be to let students imagine they own an island or peninsula. They will create their piece of land on a large piece of paper. They will name their island or peninsula, and label all landscapes in Chinese.

教师可以为学生提供空白的卡片，让他们想象自己在中国其中一个地方游玩，现在要寄一张明信片回去，告诉家人朋友那里有多好玩。请学生在卡片上把这个地方画出来，然后在其背面写上文字、地址，并画上一枚邮票。

也可以让学生想象他们拥有一座小岛或半岛，在一张大纸上画出地图，为他们的小岛或半岛命名，并用中文标上所有地形的名称。

## My Community 我的社区

Understanding the importance of the community in society is an essential part of the elementary social studies curriculum. This topic provides many opportunities for lessons in the Chinese classroom. Vocabulary surrounding community places and community helpers can be introduced and combined to enhance communication in the target language.

了解社区的重要性是小学社会知识教育的重要课题之一。本主题提供很多课堂活动。学生可以学习社区商店建筑名称、社会人士名称等来进行对话，学以致用。

### ☆ 1. Vocabulary Flash Cards: My Community 词卡：我的社区 ..... 195

Young learners may need a brief explanation of the definition of community as a place where people live, go to school, work, receive services and have fun. Brainstorm with the class to name different types of places in their own community. Follow this discussion by introducing the Community Vocabulary Flash Cards provided in this unit.

老师可能需要向低年级解释社区的意义：它是住家附近上学、上班、购物和游乐的场所。请学生想出几处社区的重要地点，然后再依次介绍本页其他场所。

### 😊 2. Find and Write: Where Can You Find Me? .....

找一找，写一写：你在哪里可以找到我？ ..... 196

This activity allows students to incorporate old vocabulary with the new vocabulary provided in this section. First, say each of the words displayed on this activity sheet with students, and then ask where in the community each of the objects can be found. Students can use the Community Vocabulary Flash Cards to find the correct answers and write them in pinyin or in Chinese characters.

The Advanced Search at the bottom of the sheet is an extra challenge for more advanced learners.

本活动可以帮助学生温故知新。先念出本页所列的字，然后问学生在哪儿可以看到或找到这些东西。学生可以参考之前的社区词卡，写出拼音或汉字。程度较好的学生可以继续完成下面的练习。

答案：1. 医院 2. 公安局 3. 学校 4. 图书馆 5. 餐馆 6. 银行 7. 邮局 8. 购物中心

### 😊 3. Board Game: Tour Your Community 棋盘游戏：游览社区 ..... 197

Use the worksheet on page 197 to play this game about community places. To play, each player takes a turn rolling the dice. When the dice drops on one of the community places, the player must choose one of the questions to answer (eg. What do you come here for? Who do you see at this



place?). Players must answer the question correctly and in a full sentence to earn the points indicated in each section of the board game.

To modify this game for beginners, students can simply call out the community place in Chinese or respond by choosing one of the following words or phrases: often, never, like to go, dislike going, etc. When the teacher decides to stop the game, players will add up their points. The player with the most points wins!

学生可以用第197页的活动来进行社区游览的游戏。首先学生轮流掷骰子，依骰子点数走到社区某处。学生必须答对问题才能取得该处所标示的分数（如你来这里做什么？在这里可以看到哪些人？）。初学者也可以玩此游戏，但只需要用下列程度副词造一完整句子即可得分。累积分数最高的学生便是赢家。

我常常去…… 我（从来）没去过…… 我最喜欢去…… 我不喜欢去……

#### 4. Vocabulary Flash Cards: Community Helpers 词卡：社会人士..... 198

Use the Community vocabulary flash cards to make connections with the Community Helpers vocabulary flash cards whenever possible.

将社区场所词卡和社会人士词卡作联系，加深学生对社区环境的认识。

#### 5. Unscramble Fun: Community Helpers 拼拼乐：社会人士 ..... 200

Students can work individually or in pairs to complete this activity. Simply rearrange the letters to discover the names of these community helpers. This task is more challenging if students do not use their Community Helpers vocabulary flash cards.

学生可以独立或与伙伴一同完成这个练习。把字母重组找出社会人士的名称。学生如果不参考社会人士词卡，这个练习将更具挑战性。

Answer key: 1. lao shi 2. yi sheng 3. you chai 4. li fa shi 5. jian zhu shi 6. lu shi  
7. hu shi 8. nong fu 9. jing cha 10. xiao fang yuan 11. shang ren

#### 6. Guess and Write: Who Am I? 猜一猜，写一写：我是谁？ ..... 201

Refer to vocabulary words on pages 198-199 to find the answers. For further practice with Community Helpers vocabulary, students can work with each other to read the clues and guess the correct answers.

参考第198-199页的词卡后填写答案。学生可以进一步和伙伴进行问答练习。

答案：1. 工程师 2. 农夫 3. 警察 4. 护士 5. 老师 6. 邮差  
7. 医生 8. 消防员 9. 记者 10. 牙医 11. 厨师 12. 渔夫

#### 7. Word Search: My Community 找一找：我的社区 ..... 202

Students can become more familiar with their Community vocabulary by doing this word search puzzle individually or in small groups.

这个字谜将帮助学生加强对社区场所的认识。学生可以独立或与伙伴一起完成。

#### 8. Word Search: Community Helpers 找一找：社会人士 ..... 203

This word search puzzle gives students an opportunity to identify the Community Helpers vocabulary words in Chinese characters. It can be completed individually or in small groups.

这个字谜帮助学生认读各种社会人士的中文名称。学生可以独立或与伙伴一起完成。

## 9. Art Project: Chinatown Community 创意手工：唐人街社区模型

Once students understand the concept of a community, they can easily understand the value of a specific community like Chinatown. Discuss the importance of having Chinatown communities in America for the Chinese to engage services and buy goods, and also for non-Chinese to learn about the Chinese culture.

Building a mini Chinatown is a great way for students to learn about this special community. Students can choose a particular place in a community. They will then design a picture or a model of that place and label it in Chinese. Give students limits on the size and materials used according to your specifications. For example, each project is limited to a 6"x4" cardboard base and all materials used must be recycled items. Students can use boxes, buttons, pictures from magazines and other items. You will be amazed at your students' creativity! It is also possible to create a 3-D Chinatown community to display by using cardstock paper. Please refer to the sample in the Appendices on page 403.

### Directions for 3-D Chinatown Community Project:

1. Fold a sheet of cardstock paper in half.
2. Make a 2" margin on each side of the folded paper.
3. Cut along the margin and stop 2" away from the end of the paper.
4. Fold this 2" edge towards the center on each side.
5. Open the paper, pop the center out and push the 2" margins on each side in.

学生了解社区的概念后，就容易体会像唐人街这样的特定社区的意义。老师可以和学生讨论唐人街对美国华人的重要性，以及它如何促进非华人对中华文化的了解。

制作一个迷你唐人街社区模型可以帮助学生更深入地了解唐人街。首先，让学生选择社区里自己喜欢的地点，画图设计模型，然后用中文标示地点名称即成。以第195页介绍的名称为限。所需材料：6"x4"纸卡、纸盒、钮扣、杂志图片等。学生的创意将令你惊奇！学生也可以用薄板制成立体的唐人街模型。

### 唐人街社区模型制作方法：（参考附录第403页学生作品）

1. 将一张薄板折成一半。
2. 在折线上下端2寸处作记号。
3. 沿记号切开2寸。
4. 把切开部分向内折。
5. 打开薄板，拉出中间部分，上下2寸部分向外折即成。

## Famous Chinese Women 著名华人女性

In American schools, March is known as Women's History Month. Students learn about famous women from the past and present. Many schools sponsor contests or other educational activities to recognize the great accomplishments made by women. Women's History Month provides us with an excellent opportunity to introduce some famous Chinese women and their achievements to our students. Learning about these women gives students a deeper understanding of the obstacles women have had to overcome and the tremendous advances they have made in the fields of history, the arts and sciences. This topic is important for all children to learn about, and particularly for Asian girls to know these famous women as role models.

Here are some suggested activities to celebrate Women's History Month:

**Stamp of Honor:** Design a postage stamp of one of the Chinese women. Be sure to include a picture or photo of the famous woman with some details related to what she is known for.

**Picture Dictionary:** Make a picture dictionary with at least five famous Chinese women.

**Compare and Contrast:** Students pick two of the famous Chinese women and write about their similarities or differences. For example: Write the ways Empress Wu Zetian and Hua Mulan are alike. Write the ways Michelle Kwan and Vera Wang are different.

**Women's History Trivia Contest:** If your school does not already have one, see if it is possible to begin a school-wide Women's History Trivia Contest during the month of March. If this is not possible, conduct a contest within the class using questions related to Chinese women.

**Create a Puzzle:** Students make their own word search puzzle or crossword puzzle as an assignment for this topic.

**Quotes of the Famous:** Students can do research to find quotes of famous Chinese women. Collect all the quotes and have a class discussion about them. Mix up all the quotes and challenge the class to match the quote with the person who said it.

在美国学校，三月是妇女月。学生将学习了解古今著名的妇女。很多学校举办庆祝妇女月活动以彰显著名女性的事迹和成就。我们正好借此机会向学生介绍一些著名的华人女性以及她们的成就。由此学生将更能体会过去的女性如何千辛万苦地奋斗才能成为一名杰出的艺术家、科学家，或在其他领域出人头地。这种教育对年幼学生是非常重要的，尤其是提供亚裔女生一些学习的榜样。

以下是一些庆祝妇女月的建议：

**荣誉邮票：**为其中一位华人女性设计一枚邮票。要加上一张相关图片或照片，并简单介绍她的成就。

**图片字典：**制作一本拥有至少五位著名华人女性的图片字典。

**比较：**让学生选出两位著名的华人女性，写出她们之间的异同。例如：写出武则天与花木兰的共同点；写出关颖珊和王薇薇的不同点。

**妇女月常识问答赛：**若学校没有这种比赛，试试在全校展开这个妇女月常识问答赛。或利用有关华人女性的问题在班上举行比赛。

**设计字谜：**让学生根据这个主题设计自己的字谜。

**名人语录：**学生可以搜索资料，查询著名华人女性的语录。收集所有的语录，然后和全班同学一起讨论。将所有语录混淆，让学生们配一配，猜猜语录是谁说的。

## 1. Picture Cards: Famous Chinese Women 图卡：著名华人女性 ..... 204

Discuss the major achievements of each of the famous Chinese women these picture cards represent. Then challenge students to work in teams to match each woman's name card with the card that is her symbol. The team that matches each of the women with her symbol correctly wins the challenge. One card is left blank for students to include an additional Chinese woman of their choice.

### Guess Who?

The name cards can also be used to play this simple game that can be played by two or more players. Each group of players cuts out a set of name cards and puts them in a pile face down on the table. One player picks a card. Other players will guess who that person is by asking "Yes", "No" questions such as: "Is she still alive?" "Is she a politician?" "Was she born in the US?"

If played in pairs, tally the number of questions each player asks. The person who asks the fewest questions at the end of the game will be the winner. If there are more than two players, the player

who guesses the person first will get the picture card. The player who holds the most picture cards at the end of the game is the winner.

和学生讨论图卡所代表的华人女性的成就，然后让学生在小组内将各女性的名卡和她所代表的图卡作配对。正确将每位女性的名卡及其相应图卡配对的小组获胜。有一张卡是空白的，让学生填上自己喜欢的华人女性。

### 猜猜她是谁？

名卡也可以用来玩两个或更多人能玩的简单游戏。每组学生将名卡剪出来，正面朝下叠在桌上。一个学生拿起一张卡，其他学生提问是非题，如“她还在世吗？”“她是政治家吗？”“她在美国出世吗？”猜猜名卡里的人是谁。

若是两人一起玩，统计彼此所问的问题。问最少问题的学生获胜。若有超过两人一起玩，最先猜对人物的学生便能得到图卡。最后拥有最多图卡的学生获胜。

## 2. Fact Cards: Famous Chinese Women 资料卡：著名华人女性..... 206

Cut out the name cards on page 205 and the fact cards on pages 206-207. Spread them out on the table either facing up or down, depending on the players' knowledge of the women. The player who can match one name card with two fact cards will win those cards. The player who has the most cards at the end of the game is the winner. Additional cards can easily be added by writing a name card and two fact cards of that person in a pre-cut square similar to the cards provided in these worksheets. Players can always refer to the biographies of these women to find out if they have made a correct match.

将第205页的名卡以及第206-207页的资料卡剪出来，正面朝上或朝下摊开在桌上，视学生对这些女性的熟悉度而定。游戏需两个或更多人一起玩。能够将名卡和两张相应资料卡正确配对的学生将得到这些卡片，最后得到最多卡片的学生获胜。要制作额外的卡片，教师可在预先剪出来的正方形卡片上写下名字和相应的资料。学生在玩游戏时也可以参考这些女性的资料，确定他们的配对是否正确。

## 3. Online Search: Famous Chinese Women 网上搜索：著名华人女性..... 208

Students can work individually or in pairs to research and do a presentation about one of the famous Chinese women introduced on page 204. Younger learners can display what they have learned on a poster. Older students can present the information they learned through research with a slide presentation or a written report. In addition to relating important and interesting facts about the women they research, all students should indicate why and how these women became so successful.

Before giving this assignment, teachers go over the objectives and requirement for this activity. It is recommended that teachers give a fair rubric guideline (content, accuracy, effort, artistry, etc.)

学生可以独立或配对上网搜索有关第204页所介绍的其中一位著名华人女性的资料，然后把所得资料呈现出来。低年级的学生可以将学习所得列在一张海报上。高年级的可以通过电脑简报或书面报告呈现资料。除了呈现关于该名女性的重要及有趣资料外，所有学生应该说明这些女性如何及为何会如此成功。

在分发这个作业前，教师要先说明它的目的与要求。建议提供公平的评分标准（内容、准确度、所付出的努力、艺术美感等）。

## 4. Interview: A Famous Chinese Woman 访谈：一位著名华人女性

Divide the class into small groups and give each group the name of a famous Chinese woman to learn about. You may either choose to provide each group with a simple biography about the woman or direct them to do an online search independently. Once they have some information about the famous woman, each group should make up questions and answers that they would ask this woman

in an interview. Each group will then choose one member to pretend to be the famous woman and the others in their group will ask her the interview questions in front of the class.

Students can also choose one of the famous Chinese women on the list below to research.

将全班分成小组，给每组一位著名华人女性作为访谈对象。教师可以选择为各组提供关于该女性的简单资料，或引导他们独立进行网上搜索。一旦他们获取关于该名女性的资料，每组就可以设计访谈的题目和答案。之后，每组选出一名组员，扮演该名女性，让其他组员在全班面前和她进行访谈。

以下列出一些额外的著名华人女性供挑选：

古代（有一些是传说人物）：女娲、嫫祖、西施、孟母、孟姜女、王昭君、杨贵妃、李清照、岳母、林黛玉……

现代：章子怡（明星）、巩俐（明星）、陈冲（影星）、郎平（女排教练）、邓亚萍（前乒乓球运动员）、郭晶晶（奥运金牌跳水运动员）、宋氏姐妹（政治人物）、陈方安生（政治人物）、吴仪（政治人物）、陈冯富珍（世界卫生组织总干事）、林徽因（建筑学家）、王丹凤（老牌女星）、杨丽坤（扮演“阿诗玛”闻名）、严凤英（黄梅戏名伶）、章含之（名媛）、潘虹（影星）、周晓兰（女排运动员）……

## Foreign Language Month 外语月

March is also known as Foreign Language Month in the American education system. Many schools sponsor contests or host cultural events that promote and celebrate the learning of foreign languages. We have provided many ideas and suggestion listed in the Appendices. Please refer to pages 378-383.

三月是美国学校的外语教学月。很多学校都举办有关外语的庆祝活动。我们提供了很多适合的教学活动。请参考附录第378-383页。

## Spring 春天

### ☆ 1. Vocabulary Flash Cards: Signs of Spring 词卡：春天的景象..... 209

Enlarge and color copies of these flash cards to introduce these new Signs of Spring vocabulary words. Students will enjoy coloring their own sets of flash cards for their personal use for review or playing games.

把这些词卡放大，涂色，作为教学工具。学生会喜欢制作自己的一套彩色图卡。可以用词卡进行教学活动或游戏。

### ☆ 2. Circle and Color: Spring 圈一圈，涂一涂：春天..... 210

Students will be challenged to read and understand some previously learned characters along with the new Signs of Spring vocabulary characters in this activity. Some students may need to use the vocabulary flash cards for support.

本练习可以测试学生对春天词语的掌握能力。必要时老师可以给予协助，或让学生参考学过的词卡来完成作业。

### ☆ 3. Color and Write: What Is This? 涂一涂，写一写：这是什么？..... 211

This activity is designed for students to practice writing the Signs of Spring Vocabulary words.

After completing the sentences, students can color the pictures and practice reading their sentences out loud.

本活动可以帮助学生练习书写有关春天的词语。完成后，学生可以练习大声朗读。

答案：1. 彩虹 2. 太阳 3. 蝴蝶 4. 花儿 5. 风筝 6. 树

☺ 4. **Board Game: Spring Fun** 棋盘游戏：春天真好玩！ ..... 212

This game is to help the frog find the lotus flower. To play the game, each group of players will need the game board sheet on page 212, a dice, and a plastic chip or other marker for each player. Players take turns to roll the dice, and move their marker along the board. To advance to the number on the dice that they roll, players must say the word for the picture on that number in Chinese. To make this a little more challenging, request that students use the word in a complete sentence. The player who reaches the lotus flower first wins.

学生可以用第212页进行青蛙找莲花的游戏。学生轮流掷骰子，用棋子走棋。学生必须用中文说出骰子点到的图，才能前进至该图。程度较好的学生必须用图名来造句。先到达莲花终点处的便是赢家。

☆☾ 5. **Poem: Spring Is Here!** 短诗：春天来了！ ..... 213

First, ask students to brainstorm what signs they will see in spring. If possible, the teacher can sketch the signs or show the pictures on the board and introduce the names in Chinese. After students are familiar with the words, teach them the short poem about spring on page 213. Highlight the vocabulary words in pinyin and characters. Students can color the page and add more illustrations of bees and butterflies. Ask volunteers to read the poem in groups in front of the class. Ask students to take this worksheet home and read the poem to their family members.

先问学生春天会看到哪些景象，然后把这些景象很快地用图卡或用粉笔勾画在黑板上并介绍它们的名字。接着带领学生朗读《春天来了》小诗。学生可以涂色并加上蜜蜂蝴蝶等其他象征春天的图画。教师可以邀请自愿学生小组到台上表演朗读。最后鼓励学生将小诗带回家念给家人听。

☾☉ 6. **Imagine and Write: Spring Is Beautiful!** 想一想，写一写：春天真美丽！ ..... 214

This activity is an extension of the Spring poem activity above. Ask students to close their eyes and use their imaginations to think of a beautiful springtime scene and everything they can see, hear, smell, touch and taste. Afterwards, they can open their eyes and record as many words as possible to describe the scene in the space provided.

本活动是前页小诗的延展。从小诗的意境延伸到用五官来感受春天。先让学生闭上眼睛想象一个美丽的春天景象，可以看到、听到、闻到、摸到、甚至吃到什么？然后睁开眼睛把想象的事物用中文记录下来。

☺ 7. **Art Project: Paper Cuts** 创意手工：剪纸 ..... 215

Choose one or more of these ideas for students to make a spring paper cut project. If necessary make templates on oak tag for students to trace on colored construction paper. Students can also color and label their work in Chinese. This project can be used to make a nice bulletin board display. (See project sample on p. 403)

这里提供一些设计让学生参考，制作春天剪纸手工。如有必要，可在硬纸板上画出样本，让学生依此描在彩色纸上。学生也可以为自己的作品涂色并用中文命名。完成后可将学生作品展示在布告栏上。（作品展示见第403页）

## Cultural Link: Hua Mulan 花木兰

### 😊 1. Reading: Hua Mulan 读一读：花木兰 ..... 216

Read the story of Mulan to students. You may also wish to show the movie Mulan to students and compare the two. Here are some questions that can be asked in a discussion about Mulan:

1. What would you do if you were Mulan?
2. Should Mulan have gone to war for her father or stayed at home?
3. Can you think of any other way that Mulan could have kept her family safe?

借妇女月介绍木兰代父从军的故事。老师也可以放映木兰的电影，加深学生的印象。可以和学生讨论书上的木兰和电影里的木兰有何不同？以下几个问题可作参考：

1. 如果你是木兰，你会怎么做？
2. 木兰应该去战场打仗，还是应该留在家里？
3. 你能帮木兰想出别的更好的办法来保护她的家人吗？

### 😊 2. Quiz: Hua Mulan 考考你：花木兰 ..... 217

This quiz can be used to assess students' understanding of the reading passage about Mulan. To complete this activity, students will cut out each of the sentence strips, read them and arrange in sequential order.

这个作业能测试学生对之前阅读篇章的理解程度。让学生把印有句子的纸条剪出来，然后按顺序正确排列。

### ☆ 3. Mini-Book: Hua Mulan 我的小书：花木兰 ..... 218

To make this mini book about Mulan, distribute the worksheets on pages 218-220. Students should then cut out the pages, put them in the correct order and staple together to make a book. Encourage students to illustrate and color the pages and then read it with a partner.

**Answer key:** Picture 1: Hua Mulan; horse    Picture 2: father; old    Picture 3: man  
Picture 4: brave; parents    Picture 5: woman

读了花木兰的故事，教师可以分发第218-220页的作业，让学生将每一页剪出来，整理好，再请教师把它们钉成小书。鼓励学生在页面上画图以美化小书。

## Try It Out! 每月一练

### 😊 1. Let's Talk! 说一说 ..... 221

These dialogue drill activities provide an opportunity for students to review and reinforce the learning of vocabulary words such as community places, helpers, and spring signs. They can practice in pairs or in small groups.

会话练习帮助学生复习并加强对学过的生词的掌握。学生可以和伙伴或和小组一起练习。划线的生词可以用其他合适的词语替代。

### ☆ 2. Let's Write! 写一写 ..... 222

花、国、竹、鱼、朋、友

(For Character Writing Sheets, see pp. 391, 392. 写字练习纸见本书附录 pp. 391, 392.)



# Notes for Teachers

## 教学重点

April 四月

During the month of April, students will have lots of fun learning Chinese with a variety of topics including colors, fruits, animals and inventions from China.

四月有许多有趣的主题，包括颜色、水果、动物以及中国的发明。学生通过学习这些内容，可充分感受到学习中文的乐趣。

### April Calendar 四月月历

#### 1. Coloring Activity: Chinese Inventions 涂颜色：中国的发明 ..... 224

Begin by asking students to identify each of the Chinese inventions on this activity page. Discuss the importance of each of the inventions to the lives of people in ancient and in modern times. How does having these inventions today make life easier? What are some things people would not be able to do if we did not have them?

教师可先引导学生辨认本月月历画上的中国发明，然后讨论每个发明对古代和现代人生活的重要性，如这些发明在今天如何让我们的生活更便利？如果没有这些发明，我们就无法做什么事？

#### 2. My April Calendar 我的四月月历 ..... 225

In addition to using the April calendar to review numbers, days of the week, and to mark special days in April, we can use the calendar to create an additional activity using the topic of color words that are introduced this month. Students can be directed to shade in each of the day's boxes with specific colors. One way would be to shade each day of the week with a different color, another way would be to color each week in the month with a different color. A third way would be for students to color even number days with one color and odd number days with another color.

除了用四月月历来复习数字、学星期、以及记下四月的特别节日，我们也可以配合本月的颜色词汇主题，利用月历来设计相关活动。引导学生在每日的格子里涂上指定的颜色。可以为了一星期的每一天涂上不同颜色，也可以为一个月的各个星期涂上不同颜色，或为双数日和单数日涂上不同颜色。

#### 3. What's Happening in April? 四月知多少？ ..... 226

This fill-in-the-blank worksheet, which is included with each month, allows advanced learners to review numbers, dates, important holidays and events of that month in a familiar and consistent way.

高年级的学生可以在月历的基础上，通过这样的填空题复习数字和星期，熟悉每月重要的日子。

## Colors 颜色

### 😊 1. Vocabulary Flash Cards: Colors 词卡：颜色 ..... 227

Introduce each of the color words by showing large copies of these flash cards and asking students to repeat each of the words after you. Point out the colors of students' clothing for additional practice with each word.

Conduct a survey by asking students to name their favorite color in Chinese and record their answers. Review numbers here too, by counting the number of votes for each color to determine which color is the most popular in the class.

You can also use the color flash cards on page 398 in the Appendices.

放大这些词卡，让学生跟读。也可指出学生衣服的颜色让学生用中文辨认，作为额外练习。

进行问卷调查，请学生用中文说出他们喜欢的颜色并记录下来。统计每种颜色的票数，看哪个颜色在班上是最受欢迎的。教师可借此复习数字。

也可使用附录第398页的颜色词卡。

### ☆🌙 2. Coloring Activity: The Fish and the Fisherman 涂颜色：鱼和渔夫 ..... 228

Students refer to the vocabulary words learned in this unit and follow the color code to color this picture. More advanced students can be asked to cross out the given color words and choose their own colors for each number to make their picture unique. Students' work can then be mounted to make a vibrant bulletin board display.

学生应该参考之前所学的颜色词汇，按照颜色指示为这张图画涂色。程度较好的学生无需根据颜色指示涂色，可自行对每个号码设定自己想要的颜色，让图画更特别。之后将学生的作品展示在布告栏上。

### ☆🌙 3. Coloring Activity: Pagoda 涂颜色：宝塔 ..... 229

A pagoda is a distinctive multi-story Asian tower with an upward curving roof. Pagodas are commonly seen throughout China. If possible, show students pictures of pagodas from magazines or online. Color the pagoda on this page according to the colors indicated. You may wish to extend the activity by asking students to cut out the pagoda, mount it on a sheet of construction paper and draw a park scene around it, as pagodas are often located in parks in China.

教师可从杂志或网上下载宝塔的图片给学生看。让学生根据练习里所编号的颜色为宝塔涂色。作为延伸活动，可让学生剪出宝塔，贴在彩纸上，然后在其周围画上公园场景。飞檐翘角的宝塔常见于亚洲国家，如中国。

### ☆🌙 4. Coloring Activity: The Bunny's House 涂颜色：兔子的家 ..... 230

This is another coloring activity designed for young learners to become more familiar with color words. Students first color the paint buckets according to the colors indicated and then color the house accordingly.

这个活动能帮助低年级学生更加熟悉颜色词汇。学生先为每桶漆写上不同的颜色名称，然后上色，接着依此为图画涂色。

### ☆🌙 5. Write, Draw, Color: My Color Wheel 写一写，画一画，涂一涂：我的彩色轮盘 ..... 231

Using this color wheel, students can share information about themselves with their classmates. It

also provides the opportunity to address issues related to character education principles such as respect, acceptance, and self-esteem. A bulletin board exhibit of students' work is a terrific way to emphasize diversity in the classroom.

学生可以利用这个彩色轮盘和同学分享有关自己的事物，从中学习如何尊重并接受他人、建立自信。教师可将学生作品展示在布告栏上，借此体现班里的多元性。

## Fruits 水果

### 😊 1. Vocabulary Flash Cards: Fruits 词卡：水果 ..... 232

Enlarge and color copies of the fruit vocabulary flash cards to introduce this set of new vocabulary words. Use familiar sentence patterns to practice with the names of fruits. You may also wish to use real or plastic fruit to make this activity more interesting.

将词卡放大，涂色。让学生用熟悉的句式练习水果词汇。可用真实或塑料水果增添此活动的趣味性。

### ☆🌙 2. Mini-Book: I Love to Eat Fruit 我的小红书：我爱吃水果 ..... 233

Students complete this fruit book by drawing pictures of each fruit, cutting and putting the pages together and stapling them. They can then practice reading their books in small groups or in front of the class.

学生可以画出小红书里所列的水果，剪出每一页，然后钉起来。接着，他们可以在小组内或给全班朗读他们的小书。

### ☆🌙 3. Writing Activity: Colors of Fruits 写一写：水果的颜色 ..... 235

Use a set of fruit vocabulary flash cards or a poster about fruit to review the names and colors of different fruits in Chinese. You may wish to include some less common fruits such as papaya, guava and lychee in this writing activity. Students can then complete the worksheet individually or in small groups.

用一套水果词汇卡或水果图复习不同水果的中文名称和颜色。也可加入一些比较少见的水果，如木瓜、番石榴和荔枝。学生可独立或在小组内完成作业。

### 🌙 4. Survey: Fruits 问卷：水果 ..... 236

This simple survey activity can be completed at home with family members or in class with classmates. Students can then volunteer to share their findings with the class.

这个简单的问卷能够在家里或班上完成。学生在事后可以主动和班上同学分享他们的调查结果。

### ☆🌙 5. Write and Draw: My Very Hungry Caterpillar 写一写，画一画：毛毛虫好饿哦！ ..... 237

Many children who are familiar with the book, The Very Hungry Caterpillar, by Eric Carle will enjoy listening to the book's Chinese version. Afterwards, students can fill in the names of fruits in Chinese on the caterpillar activity sheet on page 237 and draw a simple picture about each sentence.

教师先念艾瑞克·卡尔的《好饿的毛毛虫》给学生听。接着，让他们在作业纸上用中文写上水果的名称，并画出相应的水果图。

# Animals 动物

## 1. Vocabulary Flash Cards: Animals 词卡: 动物 ..... 238

Enlarge and color copies of the Animal flash cards to introduce this new set of vocabulary words. A mixture of sentence patterns can be used to practice with these new words. Students can make their own sets of flash cards for review or to play games with each other.

将词卡放大，涂色。利用不同的句式和学生练习这些新词汇。学生可以制作自己的词卡用来复习或玩游戏。

## ☆ 2. Make a Guess: Who Am I? 猜一猜：我是谁？

This is a guessing game that students of all ages enjoy. Students draw a picture of an animal they like on a piece of paper and show it to the class. Whoever can name the animal correctly in Chinese first gets a point. Use the following sentence patterns:

Zhè shì bú shì \_\_\_\_\_?

Zhè shì/bú shì \_\_\_\_\_.

这个猜谜游戏深受不同年龄层的学生喜爱。让学生在纸上画出他们喜欢的动物，然后给班上同学看。先以中文说出动物正确名称的学生将获得一分。让学生使用以下句式进行问答：

这是不是\_\_\_\_\_？

这是/不是\_\_\_\_\_。

## ☆ 3. Make a Guess: Who's Talking? 猜一猜：谁在说话？ ..... 240

Introduce this activity by explaining that animal sounds are different in other languages. For example, in English we say a dog says, "Woof, woof", and in Chinese we say a dog says, "wang, wang". Proceed by making each of the animal sounds in Chinese for students to guess what animal makes those sounds. Students can then complete this worksheet individually or in small groups.

先解释动物的叫声在其他语言中是不同的。例如，在英文里，狗的叫声是“woof, woof”；在中文里，它的叫声是“汪汪”。接着，发出每一个动物的中文叫声，让学生猜是哪个动物。最后让学生独立或在小组内完成作业。

答案：1. 猫 (cat)；喵喵 2. 羊 (sheep)；咩咩 3. 马 (horse)；哞哞  
4. 猪 (pig)；咕噜 5. 狗 (dog)；汪汪 6. 鸭 (duck)；嘎嘎  
7. 牛 (cow)；哞哞 8. 鸡 (cock)；喔喔

## 4. Song: Old McDonald Had a Farm 儿歌：王老先生有块地 ..... 241

Review the names of the animals and their sounds. The teacher plays the song and asks students to figure out what animals are mentioned in the song. Then he/she leads the class to read the song lyrics and then sing together. After students are familiar with the song, ask volunteers to perform in groups in front of the class.

先复习动物的名称及其叫声。教师播放歌曲，问学生歌词里的动物有哪些。接着，带领全班朗读歌词，然后一起唱。在学生熟悉歌曲后，请学生以小组方式自愿上来表演给全班看。

## 5. Compare and Write: Which Animal Has...? Which Animal Can...? ..... 242

比一比，写一写：谁有……？谁会……？ ..... 242

First, use a set of animal vocabulary flash cards or a poster about animals to review the names of

animals in Chinese. Compare the different animals and ask questions about the different animals' size, colors, and body parts. Then distribute the worksheet and go over the phrases in the word bank. Each student should complete the worksheet and read it together with a partner.

首先，用一套动物词卡或动物图来复习动物的中文名称。接着，比较不同的动物，提出关于不同动物体积、颜色和身体部位的问题。最后，分发作业，讲解词库里的词语。每位学生在完成作业后可以和伙伴一起练习朗读。

☾○ 6. **Quiz: Where Can They Be Found?** 考考你：它们住在哪儿？ ..... 243

Go over the names of each of the animal habitats on the activity sheet with students. Some may be able to guess the meanings based on some of the Chinese characters in the habitat names. Then ask students to write the word for each of the animals under the habitat heading where they belong.

先讲解练习里各个动物栖息地的名称。有些学生或许能辨认名称里的一些汉字，从中猜出它们的意思。接着，让学生根据栖息地写上所属动物的名称。

☾ 7. **Read and Write: Pet Show** 认一认，写一写：宠物秀 ..... 244

This activity is designed to help students practice new vocabulary about pets with previously learned color words. Students can use real or imagined pets for this activity.

这个活动让学生配合之前所学的颜色词汇，练习新学的动物词汇。学生可用真实或想象的宠物来完成这个活动。

○ 8. **Essay Writing: My Pet** 写一写：我的宠物 ..... 245

This activity allows the more advanced students to describe a real or imagined pet in writing, using the vocabulary words that were previously introduced in this unit.

这个活动让程度较好的学生利用本课之前所学过的词汇，描写一只真实或想象的宠物。

## Tomb Sweeping Day 清明节

☾○ 1. **Reading: Qing Ming Jie (Tomb Sweeping Day)** 读一读：清明节 ..... 246

Tomb Sweeping Day is a time to honor one's ancestors and to celebrate the coming of spring. Read the passage and discuss the main ideas with students. Ask students to highlight or underline important vocabulary words. Books, stories and videos about the Tomb Sweeping Day can be used to enhance this lesson.

清明节是扫墓祭祖和欢庆春天到来的日子。让学生阅读短文，然后一起讨论里头的主题，再划出重要的词汇。教师可用关于清明节的书籍、故事和录影来促进本课的教学。

☾○ 2. **Fill in the Blanks: Cloze** 填一填：清明习俗 ..... 248

This Cloze exercise can be used as a follow-up activity that students can complete individually or in small groups after reading the passage about the Tomb Sweeping Day.

这个填空作业可以作为跟进活动，让学生在读完短文后独立或在小组内完成。

答案：1. 清明节 2. 中国 3. 四月 4. 祖先 5. 平安 6. 父母 7. 老人 8. 家 9. 踏青 10. 风筝

○ 3. **Tang Poem: Qingming 唐诗：清明** ..... 249

This poem was written by Du Mu, a famous Tang Dynasty poet. Read and discuss the poem with students. Encourage students to do an online search about this poem or other Tang poems.

Advanced students can be challenged to reduce the number of characters in each line of the poem without changing the main idea of the poem.

这首诗是由唐朝著名诗人杜牧所作。和学生一起读这首诗并讨论诗中内容。鼓励学生上网搜索更多关于此诗或其他唐诗的资料。

程度较好的学生可以完成这个富有挑战性的活动——在不改变诗意的情况下，减少每一行的字数。

**Cultural Link: Chinese Inventions 中国的发明**

☺ 1. **Reading: Four Great Inventions from Ancient China**

读一读：中国古代四大发明 ..... 251

This reading is about the four great inventions from ancient China: the compass, gunpowder, papermaking and printing. In reading this passage students will learn some interesting facts about these inventions.

这篇短文是关于中国古代四大发明：指南针、火药、造纸术以及印刷术。在阅读短文时，学生将认识和这些发明有关的有趣事实。

☺ 2. **Quiz: Four Great Inventions from Ancient China**

考考你：中国古代四大发明 ..... 254

Students can work individually or in pairs to answer the questions about the four great inventions of ancient China after reading the passage.

阅读短文后，学生可以独立或配对回答关于中国古代四大发明的问题。

☺ 3. **Brainstorm and Research: Chinese Inventions 想一想，查一查：中国的发明**

Brainstorm with students to make a list of all the inventions they can think of that come from China. Students can work in teams to research their favorite invention and try to make a model of it to present to the class.

和学生一起讨论，列出他们可以想到的来自中国的发明。学生可以和小组一起对他们喜欢的发明进行资料搜索，然后试着做出相关模型，呈现给班上同学。

☆☾ 4. **Draw and Write: What Came from China 画一画，写一写：中国的发明** ..... 255

Complete this table of inventions by filling in the missing pictures or words.

填上图画或文字以完成这个发明表。

☆☾ 5. **Crossword Puzzle: Chinese Inventions 填字谜：中国的发明** ..... 256

Help students to review the names of the Chinese inventions listed at the bottom of the page before they work on this crossword puzzle.

教师先让学生复习列在下方的中国发明名称，然后再完成这个填字谜。

☆ 6. **Word Search: Chinese Inventions** 找一找：中国的发明 ..... 257

Help students to review the names of the Chinese inventions listed at the bottom of the page before they work on this word search.

教师先让学生复习列在下方的中国发明名称，然后再完成这个字谜。

7. **Guess and Write: Things that Came from China**  
猜一猜，写一写：中国的发明 ..... 258

This activity provides students with knowledge about Chinese culture and inventions. Begin by asking students to work in pairs to see how many answers they can guess on page 258. After naming each of the answers correctly in English, teach the name for each in Chinese. Students can then discuss which item they think is most interesting or useful in the world today.

这个活动帮助学生更深入地了解中华文化与发明。先让学生配对完成第258页的练习，看看他们能够猜对几题。在用英文写出正确答案后，教师可教导学生相应的中文名称。接着，学生可以讨论哪个发明在现今世界是最有趣或最有用的。

**Answer key:** 1. abacus 2. paper 3. gunpowder 4. compass 5. rice 6. tea  
7. ice-cream 8. noodles 9. chopsticks 10. umbrella 11. kite

**Try It Out! 每月一练**

☆ a. **Let's Talk!** 说一说

- 1 **What is Your Favorite Fruit?** 你爱吃什么水果? ..... 259
- 2 **Do You Like Big Animals or Small Animals?** 你喜欢大动物，还是小动物? ..... 259
- 3 **What Pet Do You Like To Have? Why?** 你喜欢什么宠物？为什么？ ..... 259

This dialogue drill activity engages students by talking about the topics that are closely related to them. Students also enjoy role-play activities. Call volunteer students to perform in front of the class.

这个对话练习让学生谈论和他们密切相关的话题。可融入角色扮演，请学生自愿上来表演。

☆ b. **Let's Write!** 写一写 ..... 260

左、右、东、西、南、北

(For Character Writing Sheets, see pp. 391, 392. 写字练习纸见本书附录 pp. 391, 392。)



# Notes for Teachers

## 教学重点

May 五月

### May Calendar 五月月历

#### ☆ 1. Coloring Activity: Chinese Food 涂颜色：中国菜 ..... 262

Food is an essential and accessible part of the learning of Chinese culture. There are so many topics related to food to include in the month of May, beginning with this month's theme of general food items, names and types of Chinese food, how to order food from a Chinese menu and how to use chopsticks.

It is important to remind students to share their knowledge about Chinese language and culture with family members whenever opportunities become available. Eating a meal at a Chinese restaurant is probably the most convenient way for students to apply their learning in the Chinese classroom to a real life situation right in their own community. We have found that allowing students to share their personal experiences encourages them to be more open to speaking Chinese with native speakers and even trying new foods.

食物是中华文化学习里的一个重要部分。五月份有许多和食物相关的主题，包括一般食品、中国菜的种类及名称、如何点中国菜以及如何使用筷子。

若有机会，应该提醒学生和家人分享他们对中文以及中华文化的认识。在中餐馆用餐能让学生将课堂所学应用在自己社区的真实情境里。通过分享个人经历，学生将更积极地使用中文和华人交谈，并尝试新的食品。

#### ☉ 2. My May Calendar 我的五月月历 ..... 263

SUN	MON	TUES	WED	THU	FRI	SAT
		1	2	3 意大利面 Spaghetti	4	5
6	7	8	9 炒饭 Fried rice	10	11	12
13	14 比萨 Pizza	15	16	17	18	19
20	21	22	23	24	25 捞面 加馄饨汤 Lo mein & wonton soup	26
27	28	29 鸡蛋 Egg 火鸡肉 Turkey 三文治 Sandwich	30	31		

This month's topic about food can be used with the May calendar by adding your school's lunch menu items to the calendar. In many schools the same foods are served on different days of the week. For example, on Mondays chicken nuggets are served and on Tuesdays hamburgers are served. Adding this vocabulary provides the opportunity to practice using the new food vocabulary with the familiar calendar format. If your school does not provide lunch for students, a made up lunch menu can be created for this purpose (see left).

You can ask the following sample questions to further enhance learning:

1. What will be served for lunch on May 9?
2. What will be served on the last Tuesday in May?
3. When will Chinese food be served for lunch?

For other uses of the calendar, please refer to the notes on My January Calendar on page 1.

本月份关于食物的主题可以和五月月历相配合。让学生把学校午餐的菜单填在月历上。例如，星期一吃炸鸡块，星期二吃汉堡包。这样能帮助学生通过月历练习新的食物词汇。若学校没有为学生提供午餐，教师可以为此活动虚拟一份午餐菜单。以下问题可作为参考：

- 一、五月九日的午餐是什么？
- 二、五月最后一个星期二的午餐是什么？
- 三、在哪一天会提供中式午餐？

关于月历的其他用途，请参考第1页“我的一月月历”的说明。

### ☾ 3. What's Happening in May? 五月知多少? ..... 264

This fill-in-the-blank worksheet, which is included with each month, allows advanced learners to review numbers, dates, important holidays and events of that month in a familiar and consistent way.

高年级的学生可以在月历的基础上，通过这样的填空题复习数字和星期，熟悉每月重要的日子。

## Food 食物

The food vocabulary words introduced in this unit are introduced in different categories and presented in contexts that can facilitate conversation about foods. The categories are: Western breakfast foods, Chinese breakfast foods, vegetables, meats, and Chinese menu foods. Following the groups of foods are activities to pick and choose from. Many of the activities provided are for one specific food category, while other ideas can be used to practice with any of the food categories.

为了帮助学生更快掌握同食物有关的对话，本单元介绍的食物词汇分不同种类呈现，并提供使用情境。这些食物种类包括：西式早餐、中式早餐、蔬菜、肉类以及常见中餐。词汇表之后附有相关课堂活动供教师挑选使用。很多活动专为某类食物设计，也有一些活动适用于任何类型的食物。

### ☆ 1. Vocabulary List: Western Style Breakfast 词表：西式早餐 ..... 265

### ☆ 2. Vocabulary List: Chinese Style Breakfast 词表：中式早餐 ..... 266

A variety of breakfast foods are presented in a cafeteria setting on these pages. This theme can be used to practice the newly introduced vocabulary words. Display enlarged individual pictures of each of the foods in front of the classroom. Students can take turns holding a paper plate and pretending they are selecting their favorite foods.

Copies of these pages can also be distributed to each student to cut out their favorite foods and paste them onto a paper plate. We have also included Western and Chinese eating utensils on these pages. This food vocabulary is useful for students to learn and can be incorporated into some of the dialogues and activities throughout this unit.

我们为西式和中式早餐词汇设定的情境是自助餐厅，这样可以帮助学生练习刚学到的词汇。活动时，在教室前面放置每种食物的放大图片。学生则手持纸盘，依次挑选自己喜欢的“食物”。

也可将这些图片分发给每位学生，由他们把自己喜欢的食物剪下来，贴在纸盘上。我们在图

里还加入了西式和中式餐具。这些食物词汇对学生非常有帮助。他们可以将其融入到本单元的某些对话和活动中去。

☆ 3. **Vocabulary List: Vegetables** 词表：蔬菜 ..... 267

☆ 4. **Vocabulary List: Meat and Seafood** 词表：肉类和海鲜 ..... 268

These foods are presented in a supermarket setting that is familiar to most children. Activities involving identifying different foods, sorting them by category, expressing likes/dislikes and nutrition can all be used with this vocabulary list.

这些食物都呈现在多数学生所熟悉的超级市场里。本单元设有许多活动，如辨别不同的食物、食物分类、表达对食物的喜好/厌恶，以及认识食物的营养价值等。教师可按需挑选，增添学习的趣味性。

5. **Writing Activity: Supermarket Manager** 写一写：超市经理 ..... 269

To complete this activity worksheet found on page 269, ask students to pretend that they are the manager of a supermarket. As such, they must fill in the correct labels for each of the vegetables displayed in the store.

让学生想象自己是某超级市场的经理，为超市里所陈列的各种蔬菜标上正确的名称。

6. **Math: Food Shopping** 算一算：买菜 ..... 270

In this activity which combines math skills and language skills, students can work individually or in pairs to figure out the cost of buying the items on the shopping list found on page 269. Be sure to point out the amounts specified for each of the items on the list.

**Answer key:** 1. \$1.00 2. \$1.50 3. \$1.50 4. \$4.00 5. \$3.00 6. \$1.50 7. \$12.50

这个活动考验学生的数学及语文能力。学生可以独立或和伙伴一起计算出购买购物清单里的食物需要多少钱。记得要列出每样食物的价格。

☆ 7. **Vocabulary Flash Cards: Chinese Food** 词卡：中国菜 ..... 271

On this page some common Chinese food dishes are presented on a placemat background. Students can make flash cards and use them to learn the names of the foods. Students can also use this new vocabulary to make sentences about which foods they like and do not like to eat.

这些常见的中国菜以中式餐垫为背景。让学生将词卡剪出来，用它们学习中菜名称。学生也可利用这些新词汇造句，说说他们喜欢和不喜欢的食物。

☆ 8. **Writing Activity: Let's Go Shopping!** 写一写：一起去买菜！ ..... 272

**Create the following scenario for students:**

Imagine that your mother is making a special dinner of your favorite food for a dinner party for you. Your grandparents and your best friends will be invited. To prepare for this, you will need to go food shopping. First decide four to five dishes for the menu, and then make a list of groceries you will need to have to make them. Use the pattern provided on page 272 to indicate which food you will need to purchase for the dinner.

为学生设置以下情境：

想象你的母亲将为你和你的好友准备一顿特别的晚餐，所有的菜都是你喜欢吃的。你的祖父母及好友将受邀前来。要准备这些，你必须去买菜。先决定四至五道菜，然后依此准备购物清单。利用第272页列出你需要购买的食材。

☆ 9. **Draw and Label: My Favorite Food** 画一画，写一写：我爱吃的食物

Students draw and label the foods they like most from the given vocabulary list(s). Use the sentence patterns: Wǒ ài chī; Wǒ zuì ài chī; Wǒ xǐ huan chī; Wǒ zuì xǐ huan chī...

让学生画出他们最喜欢的食物，然后利用所学过的食物词汇为图画写上名称。练习时可使用以下句式：

我爱吃……。我最爱吃……。我喜欢吃……。我最喜欢吃……。

😊 10. **Art Project: My Chinese Placemat** 创意手工：我的中餐具垫

Students can use any combination of vocabulary words in this unit to design a placemat that they can use at home. Provide each student with a large sheet of construction paper. They can cut out and paste pictures from the vocabulary sheets or draw their own pictures. Label each item in Chinese pinyin and/or characters and make up a border pattern. If possible, laminate students' work.

学生可以利用本单元里任何组合的词汇，设计一张能在家使用的餐具垫。为每个学生提供一大张彩色纸，让他们把从词汇表剪出来的图片贴在上面，或在彩纸上自行画图。为每个食物标上汉语拼音和/或汉字，并设计花边。

🌐 11. **Integrated Activity: Ordering Food from a Chinese Menu**

综合活动：点中国菜 ..... 273

The worksheets on pages 273-275 will help students learn the names of some popular food found on a Chinese menu and some of the basic sentence patterns needed to ask for these food in a Chinese restaurant.

On page 273 we have provided a sample menu with examples of different beverages, appetizers, soups, main dishes, and desserts. Practice saying each example with students and discuss whether or not they like each of the items listed.

On page 274 students must fill in their own choices from the selections to indicate their preferences for the beverage, appetizer, soup, main course and dessert on the menu. Students can then practice reading their answers to become more familiar with saying their favorite food in Chinese.

On page 275 we have provided a dialogue for students to use in a role play between a waiter and a customer. To make this more like a real restaurant situation, prepare a table or desk in the classroom with a placemat or tablecloth and place settings of paper plates, cups, and plastic ware. Students can volunteer to pretend to be the waiter or customer to act out this role play scene. Remind students to practice using what they have learned the next time they visit a Chinese restaurant and to share their experience with the class afterwards.

第273-275的练习能让学生认读一些在中式菜单上非常受欢迎的菜名，以及在中餐馆点菜时常用的一些基本句式。

第273页是一份菜单，里头列有饮料、开胃菜、汤、主食以及甜品。和学生练习念出每道菜的名称，谈谈他们喜不喜欢这些菜。

在第274页，学生必须根据菜单上的菜，填上他们想要的饮料、开胃菜、汤、主食以及甜品。接着，学生可以练习念出他们的答案，熟悉用中文说出他们喜欢的食物。

第275页关于侍者和顾客之间的对话，能让学生用来进行角色扮演。要做得更逼真些，可以在班前摆放桌子和椅子，桌上铺上餐具垫和桌布，并摆放纸盘、纸杯和塑料餐具。让学生自愿扮演侍者或顾客。提醒他们下次光顾中餐馆时，要练习课堂上所学到的词汇和对话，然后和班上同学分享。

🌐 12. **Decode the Word Search: Chinese Food** 数字解码：中国菜的秘密 ..... 276

Decode the numbers to figure out the correct words from the Chinese Food vocabulary list.

将数字解码并找出正确的字。

**Answer Key:**

2. shu cai tang (vegetable soup)    3. chao fan (fried rice)    4. dian xin (dim sum)  
5. dan hua tang (egg drop soup)    6. dou fu (tofu)    7. chao mi fen (fried rice noodles)  
8. chun juan (spring roll)    9. lao mian (lo mein)    10. hun tun tang (wonton soup)

🌙 13. **Reading: Food Pyramid** 读一读：食物金字塔 ..... 277

The food pyramid is used as a tool for children to understand the important food groups necessary for a healthy diet. Use the food pyramid diagram to introduce the different food groups. Review foods introduced and ask students to name three foods that are included in each of the food groups.

食物金字塔能帮助孩子了解健康饮食中的重要食物类别。用食物金字塔来介绍不同的食物类别。复习之前所介绍的食物，让学生说出每个食物类别中的三样食物。

😊 14. **Role Play: My Chinese Restaurant** 角色扮演：我的中餐馆

In this activity students will pretend that they own a Chinese restaurant. They must first make up a name for the restaurant, then make a menu with prices for each item. We suggest using dollar amounts from \$1 to \$10. Students can then use the menu to role play asking questions using the patterns "Nǐ yǒu méi yǒu (food name)?" and "(food name) duō shǎo qián?"

设置情境，让学生想象自己开设中餐馆。他们必须先为餐馆取名，再设计菜单，列出每道菜的价格。价格范围建议在一至十元之间。之后，学生可以使用菜单进行角色扮演，利用“你有没有（食物名称）？”和“（食物名称）多少钱？”这两个句式提问。

😊 15. **Role Play: My Farm Stand** 角色扮演：我的菜摊

This activity is basically the same as the one above; except that students will pretend that they own a farm that has a farm stand. They will need to make up a name for their farm stand and list the items for sale and the prices for each. Students can then take turns role playing buying and selling produce. If possible, use plastic fruits and vegetables for this activity.

这个活动基本上和之前的相同，不过学生会假设他们拥有一家农场，要为他们的菜摊取名并为所售卖的蔬果标价。学生可以轮流扮演买卖蔬果的不同角色。建议在活动中使用塑料水果和蔬菜。

🌙 16. **Survey: Favorite Food** 问卷：爱吃的中国菜 ..... 278

In this teacher-directed activity students are asked whether or not they like to eat the various food listed on the chart. Students can then determine the most and least popular food among their classmates. If this activity is done by more than one class, the results of each class survey can then be compared with each other.

此活动由教师主导。问学生是否爱吃列在表里的中国菜。学生可凭此断定同学们最爱吃或最不爱吃的菜。若有超过一班进行此活动，可相互比较各班的问卷结果。

🌙 17. **Write and Say: Favorite Food and Healthy Food**

写一写，说一说：爱吃和健康的食物 ..... 279

This activity allows students to express whether or not they like different foods and how often they eat certain foods. Students can also practice talking about whether foods they eat are healthy or unhealthy using the information provided in the food pyramid. After completing the worksheet by writing names of foods in the headings provided, students can practice reading their answers with each other.

此活动让学生利用“喜欢”、“不喜欢”、“常常吃”、“不常吃”、“从没吃过”等词汇来表达对食物的喜好以及食用次数。他们也将利用所学到的食物金字塔知识，讨论健康和健康的食物。填上食物名称后，他们可以和伙伴一起练习对话。

😊 **18. Word Search: Chinese Food 找一找：中国菜** ..... 280

After the review of the names of Chinese food items on page 271 and page 273, students will enjoy this word search activity.

复习了第271和273页的中国菜名称后，学生将会觉得这个活动非常有趣，并乐在其中。

😊 **19. Bingo Game: Food 宾果游戏：食物**

Students can fill in any vocabulary that they learned in the lesson to play this game. (Use the Bingo template on page 394 for this activity.)

学生可以填上他们在本课所学过的词汇。（用附录第394页的宾果游戏卡来进行本活动。）

😊 **20. Song: Rainbow Sister 儿歌：虹彩妹妹** ..... 281

Teach students the words and melody to sing this folk song. It is possible to find recordings of this popular folk song to use in your classroom.

《虹彩妹妹》是一首源自中国内蒙古绥远的民谣。先教导学生歌词里的词汇以及旋律。可能的话，在班上播放这首通俗民谣，促进学习。

😊 **21. Folk Dance: Chopsticks Dance 民族舞蹈：筷子舞**

Chopsticks are commonly used in Chinese folk dances. Some basic movements include tapping the chopsticks while raising them up and down, from right to left, and while turning around. After practicing these movements with students, make up a simple chopstick dance for students to perform to the song Rainbow Sister.

筷子常被用于中国民族舞蹈中。一些基本的动作包括在上下、左右移动筷子以及转身的同时拍击筷子。和学生练习动作后，设计一个简单的筷子舞，让学生配合《虹彩妹妹》这首歌来跳。

😊 **22. Game: Musical Chopsticks Challenge 游戏：音乐筷子挑战**

Introduce the lesson about using chopsticks by reading a story about chopsticks or telling a personal experience. Explain that people in China, Korea, and Japan typically use chopsticks on a daily basis. We suggest letting students know that learning how to use chopsticks is not easy for everyone, even adults, and that it is okay if they are not able to do it well.

To set up for the chopstick challenge, request that each student ask for chopsticks in Chinese and practice holding them. Then hand out a plastic bowl filled with Styrofoam peanuts for students to practice with. When the music begins students should remove their Styrofoam peanuts from the bowl one at a time. When the music stops, students should count up the number of pieces that they have removed. Next, students should quickly put the pieces back in the bowl to begin again. This time allow the music to play a little longer and when it stops, students are to count the number of pieces again. The challenge is to have a higher score on the second round and most students will be successful in doing this.

Another way for students to practice using chopsticks is for students to pass a Styrofoam peanut back and forth to each other without dropping it. Tell students to keep track of the number and try to surpass it each time. This activity can be done with two students or in small groups.

通过阅读有关筷子的故事或讲述自己的亲身经历，引出本课主题。向学生说明中国人、韩国人和日本人每天都会使用筷子。最好让学生知道学习使用筷子对任何人都不容易，即便是成人也是如此，所以就算他们用得不好也没关系。

首先要求每名学生用中文索取筷子并练习使用，为筷子挑战赛热身。然后分发塑料碗，碗里装满塑料泡沫“花生”。音乐开始，学生用筷子从碗里夹出“花生”，每次只限一粒。音乐结束时，计算夹到的“花生”总数。然后尽快把夹出的“花生”放回碗里，开始下一轮。这次音乐时间可以稍长，音乐结束，再次计算夹到的“花生”数目。筷子挑战赛的目的是看谁能在第二轮得到比第一轮更高的分数，大多数学生都能成功。

另一种练习方式是学生之间用筷子传递这种塑料泡沫“花生”，让他们记住传递的数目，尽量下一次能超过上一次的数目。此活动可由两名学生合作完成，也可以小组为单位进行。

### ☾☉ 23. Pick and Put: What's in the Refrigerator? 排一排，放一放：冰箱里有什么？ ..... 282

For this activity, students can pretend that they are helping out at home by putting the family's groceries in the refrigerator. Follow the directions on the worksheet to put each food in its proper place inside the refrigerator. Further discussion about this activity can be generated by discussing which of the items students actually have in their refrigerators at home.

Teachers may engage the students into the activity using this sentence:

冰箱里，冰箱里，冰箱里有什么？

Bīng xiāng lì, bīng xiāng lì, bīng xiāng lì yǒu shén me?

让学生想象自己在帮家人把食物放进冰箱里。按照练习上的指示，将各食物分类放在冰箱的正确位置。可将活动加以延伸，让学生谈谈自己家里的冰箱是否也有这些食品。

教师可用上述句子引导学生进行活动。

## Mother's Day 母亲节

### ☺ 1. Art Project: Mother's Day Card 创意手工：母亲节卡片 ..... 283

Following the instructions of the paper-cutting project, students will fold the paper and cut out the heart-shaped pattern with teacher's assistance if necessary. Then, they will paste the project in a card and write Mother's Day messages. (See project sample on p. 403)

让学生把纸折起来，剪出心形图案。接着，把它贴在卡片上，然后写上母亲节祝福语。（作品展示见第403页）

### ☺ 2. Art Project: Mother's Day Super Mom Certificate 创意手工：母亲节超级妈妈奖 ..... 284

Copy this certificate on pink or yellow paper if possible. Students can decorate, write their mother's name and sign the certificate. Make sure students are able to read the message on the certificate so that they can proudly present it to their mother on Mother's Day!

将此证书印在粉红或黄色的彩纸上。学生可以在上面点缀一番，然后签名。确保学生能念出证书上的祝福语，好让他们在母亲节当天可以自豪地献给自己的妈妈。

### ☾☉ 3. Rap: Mom Is Cooking Dinner 说唱：妈妈做晚餐 ..... 285

Students are encouraged to replace the underlined words with other words learned in this unit.

鼓励学生以本单元里所学过的其他词汇来取代划上横线的词汇。

## Cultural Link: Tea-Drinking 中国茶

### ☾☉ 1. Reading: Tea-Drinking 读一读：中国茶 ..... 286

Drinking tea is an important part of Chinese culture. Most Chinese drink tea on a regular basis.